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ABSTRACT

This set of 4 modules on vital signs is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students, through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: measuring and recording patient's temperature, measuring and recording the pulse, measuring and recording respiration, and measuring and recording blood pressure. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. II-A to II-D

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MEASURING AND RECORDING PATIENT'S TEMPERATURE

**INTRODUCTION**

In this module you will be learning how to measure and record temperature since this is a clue to a patient's illness. This module is important because it is a task that is routinely performed by you. The temperature can be taken by one of three ways: orally, rectally, or axillary (armpit). The body temperature is one of the vital signs which are essential to life and can affect all the body systems.

DIRECTIONS

In order to complete this module you will need: glass thermometer and/or electric thermometer, graphic chart, lubricant and wipes, container for thermometer, cleansing solution, assignment sheet, pencil and paper.

Read the objective. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given thermometer and supplies, take and record the temperature of three patients. The following criteria must be met:

1. Washed hands and explained procedures to patient.
2. Selected and prepared correct type thermometer.

3. The correct type thermometer must remain in proper place for the prescribed length of time.
4. The temperature must be read and reported to the nearest 2/10 of a degree F and 1/10 of a degree C.
5. The temperature must be recorded accurately on a designated graphic chart.

LEARNING ACTIVITIES

1. READ about the taking of temperatures in your text, Nursing Skills for Allied Health Services, pp. 258 - 269.
(and/or) _____
2. COMPLETE Student Self-Check on TERMINOLOGY.
3. VIEW Trainex filmstrip, "Temperature, Pulse, and Respiration" and/or "Taking the Patient's Temperature."
(and/or) _____
4. COMPLETE Student Self-Check, TEMPERATURES.
5. PRACTICE taking two types of temperatures.
(and/or) _____
6. READ about recording of temperature in your text, Nursing Skills for Allied Health Services, pp. 281 - 285.
(and/or) _____
7. COMPLETE Student Self-Check, RECORDING TEMPERATURES.
8. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Read the following terms. On a separate sheet of paper match each term with its proper definition; then, write the words in the appropriate spaces in the crossword puzzle. Compare your answers with the key.

TERMS

1. Axillary
2. Centigrade
3. Constant fever
4. Fahrenheit
5. Febrile
6. Temperature
7. Oral
8. Pyrexia
9. Rectal
10. Remittent fever
11. Thermometer
12. Intermittent fever
13. Vital signs

DEFINITIONS

Across

3. Pertaining to the rectum
4. Temperature elevation above 98.6° F (37°C)
5. Degrees of heat
6. Instrument used to determine temperature

7. Signs of life
10. A thermometer scale used to measure heat; the freezing point of water is 32°F and the boiling point is 212°F
12. The alternate rise and fall of temperatures

Down

1. Pertaining to mouth
2. Pertaining to armpit
8. Feverish
9. A thermometer scale used to measure heat; it is divided into 100° from the freezing point of water at 0° at the bottom to the boiling point at 100°C
11. Fever is continuously elevated, usually less than one degree variation within a 24-hour period
13. Falling of a high temperature but never falling to normal until recovery occurs

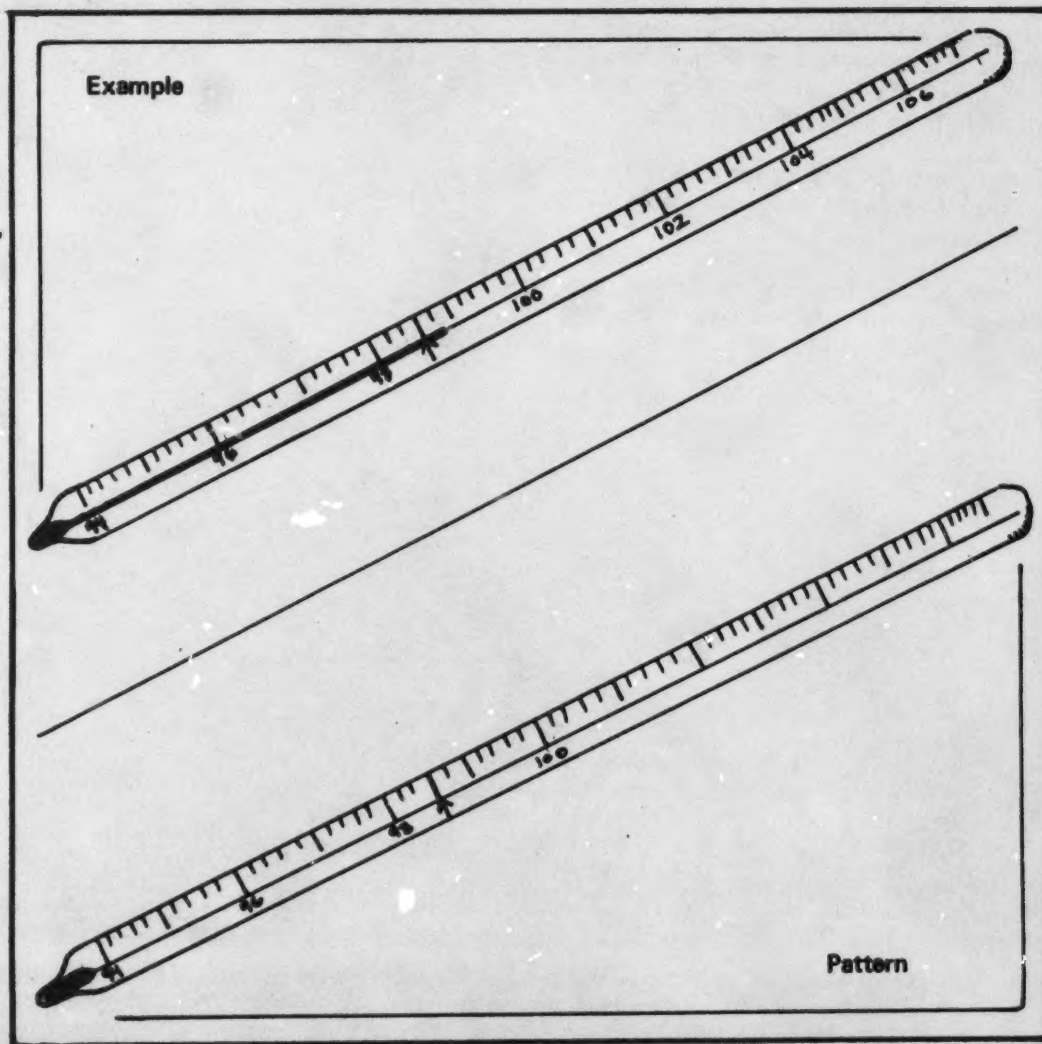
STUDENT SELF-CHECK

Temperatures

Notice the example of the thermometer below. Do you read it as 98.8?

Draw 10 thermometers using the pattern below. Then mark the following temperatures in red.

- | | |
|-----------|------------|
| 1. 99.2° | 7. 100° |
| 2. 101.4° | 8. 102.8° |
| 3. 98.6° | 9. 103.4° |
| 4. 97.8° | 10. 100.6° |
| 5. 103° | |
| 6. 98.8° | |

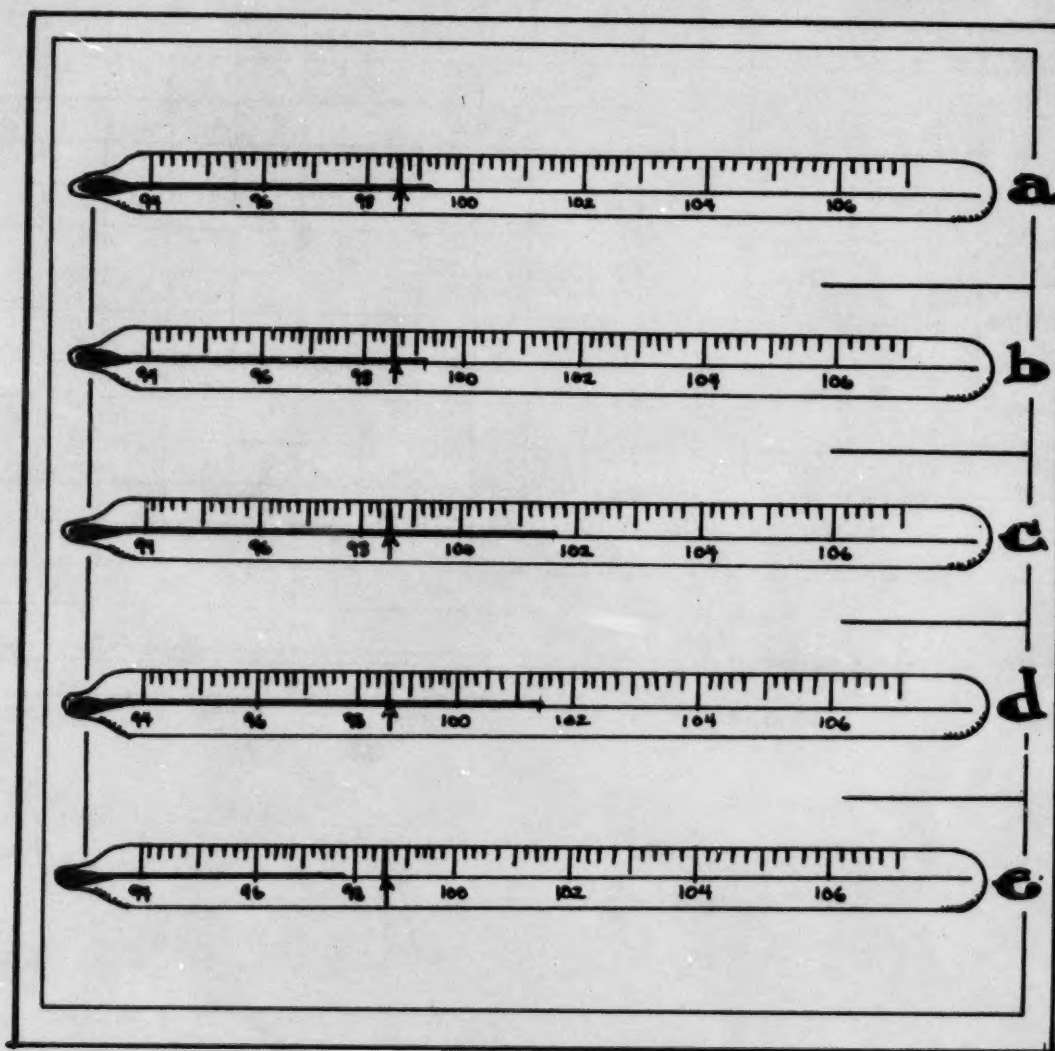


STUDENT SELF-CHECK

Recording Temperatures

1. Read the temperature of the thermometers in the correct degrees F. Record your answers on a separate sheet of paper. Compare your responses to the key.
2. Record the following temperatures on a graphic work sheet similar to the one shown on the next page.

Date	Time	Temperature
10-21-	4 am	98.6°F orally
10-21-	8 pm	100.0°F axillary
10-22-	12 noon	99.4°F rectally
10-22-	12 midnight	97.8°F orally
10-23-	8 am	102.6°F rectally
10-23-	12 noon	103.4°F orally
10-23-	4 pm	98.2°F orally
10-23-	8 pm	101.0°F axillary



STUDENT SELF-CHECK

Recording Temperatures (contd.)

VITAL SIGNS GRAPH

Date: Hospital Day																			
Post-Op Day																			
Pulse	Temp.	AM			PM			AM			PM			AM			PM		
	Hour	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8
	Route																		
180	106	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
160	105	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
140	104	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
130	103	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
120	102	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
110	101	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
100	100	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
90	99	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
80	98	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
70	97	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
60	96	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
50	95	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
40		:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Respirations																			
Weight																			
HOUR																			

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, MEASURING AND RECORDING PATIENT'S TEMPERATURE.

In order to complete this module, you will be able to accurately take and record the body temperature of three persons by the oral, rectal, or axillary method using a glass or electric thermometer.

You will be given a thermometer, supplies and three patients.

1. Measure and record accurately the temperatures of three persons by oral, axillary or rectal routes.
2. Identify by sight the different types of thermometers.

**MEASURING AND RECORDING
PATIENT'S TEMPERATURE**

II - A

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of measuring and recording patient's temperature.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished

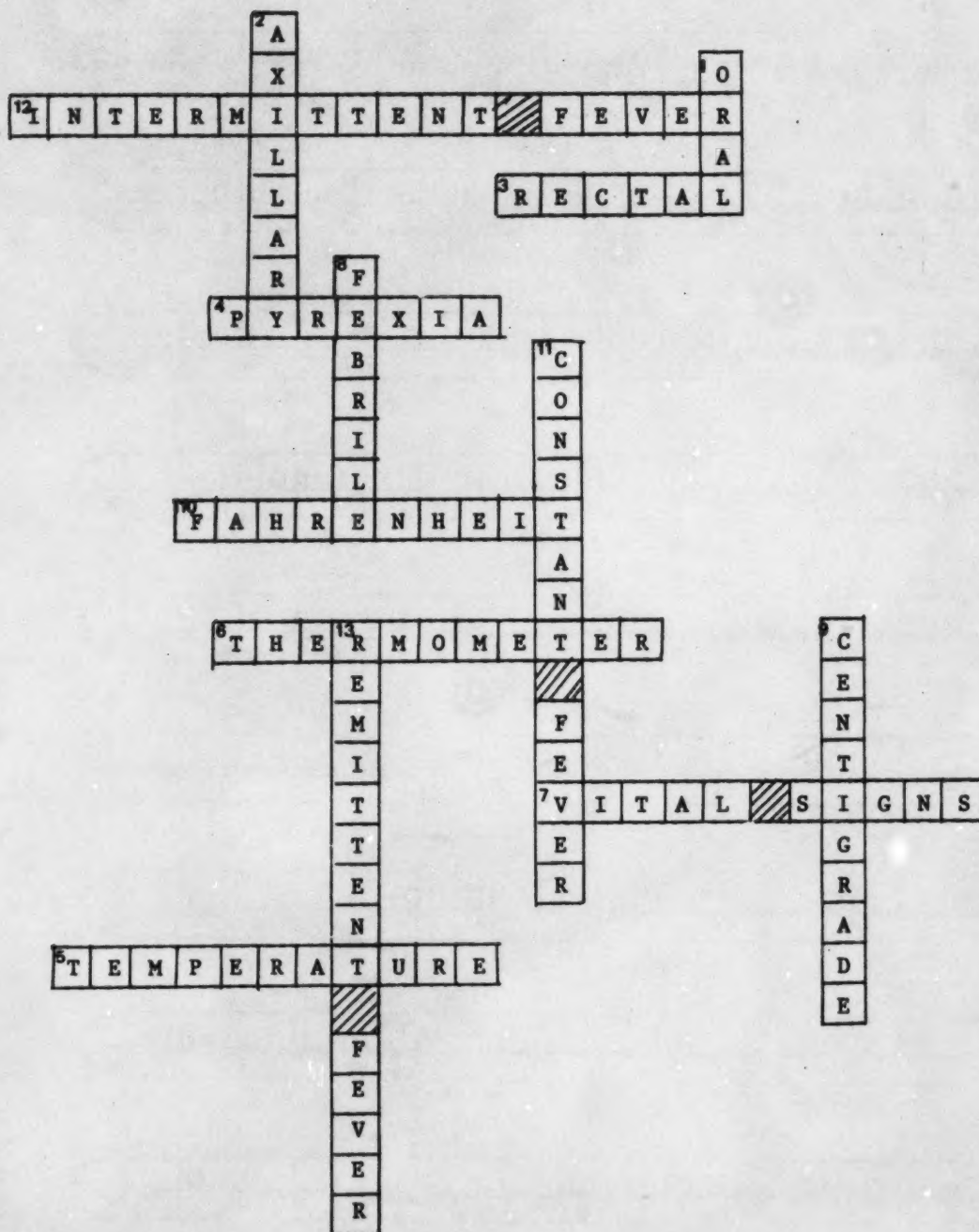
The student:

- | | | | | |
|--|-----|-----|-----|-----|
| 1. Washed hands and explained the procedure to patient. | [] | [] | [] | [] |
| 2. Selected correct thermometer. | [] | [] | [] | [] |
| 3. Placed thermometer in proper place for prescribed length of time. | [] | [] | [] | [] |
| 4. Read correct temperature within .2° F or .1° C. | [] | [] | [] | [] |
| 5. Recorded temperature accurately on graphic chart. | [] | [] | [] | [] |

STUDENT SELF-CHECK KEY

Module No. II-A

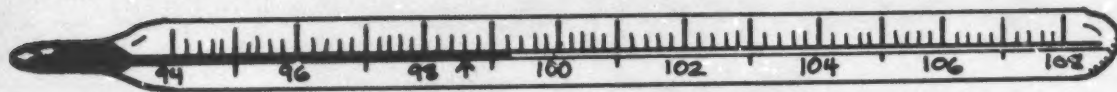
Terminology



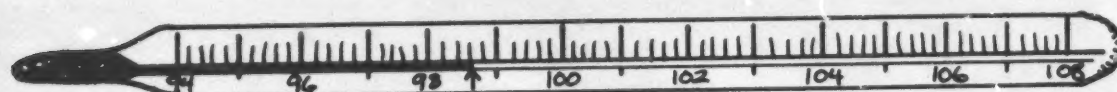
STUDENT SELF-CHECK KEY

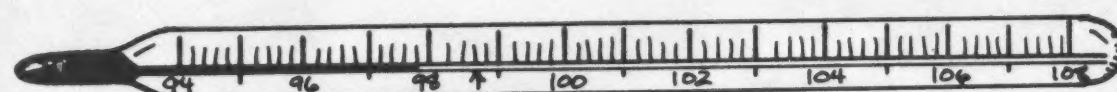
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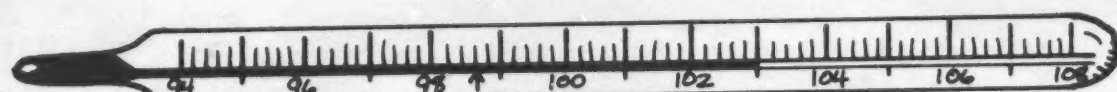
Temperatures

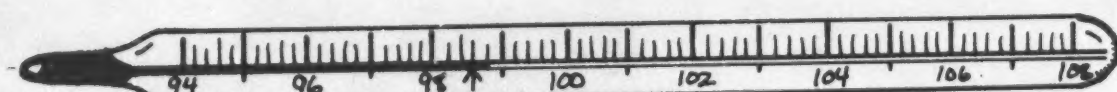


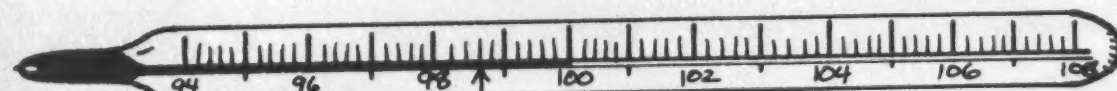


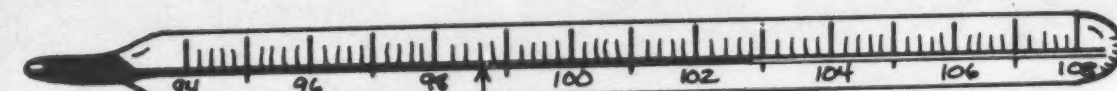


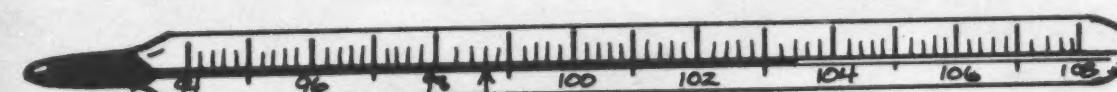












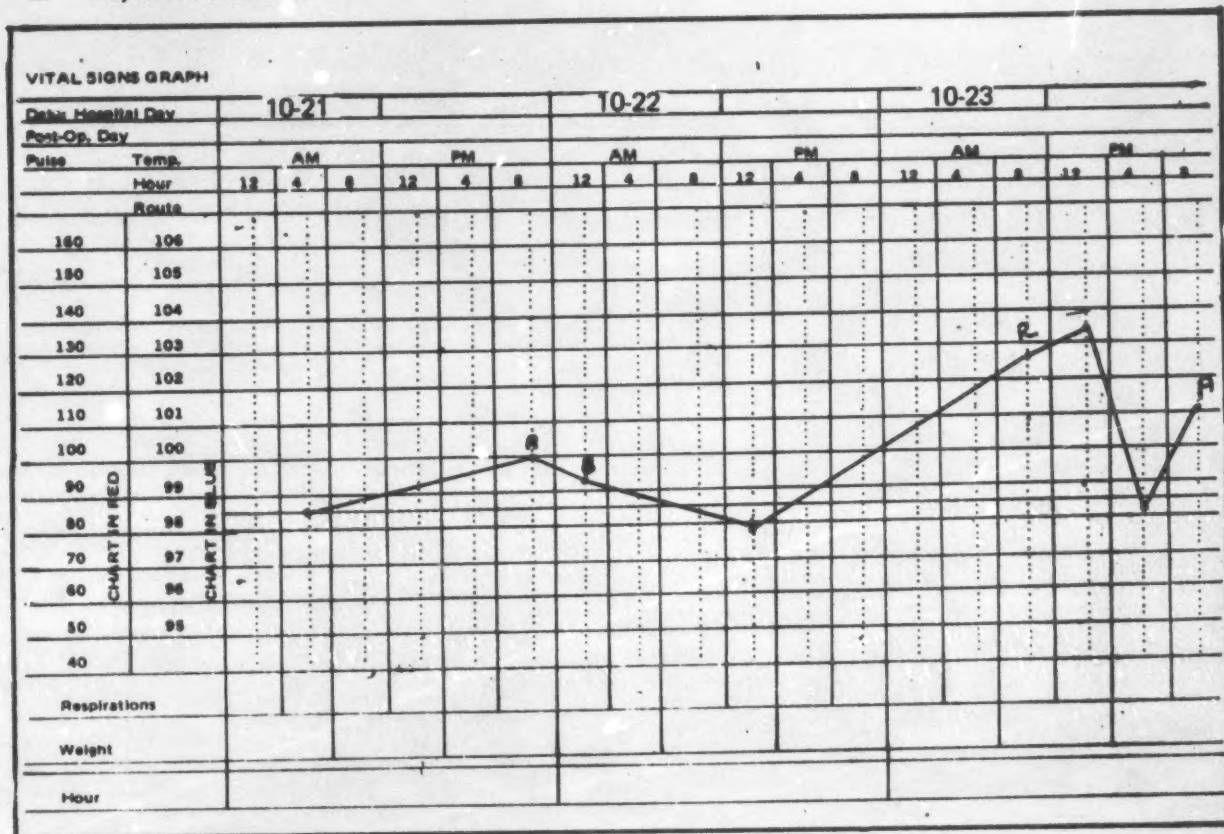


STUDENT SELF-CHECK KEY

Recording Temperatures

1. A. 98.6°F
B. 99.2°F
C. 101.6°F
D. 101.4°F
E. 97.8°F

2. Key attached below.



MEASURING AND RECORDING THE PULSE



INTRODUCTION

Pulse, "the echo of the heart," is a very important vital sign of life which is routinely measured and recorded by the health assistant. This measurement is often used by the doctor in detecting diseases of the heart or circulatory system. You will be learning how to correctly measure the pulse in six different areas:

- radial — wrist
- temporal — temples
- femoral — groin
- carotid — side of neck
- pedal — foot
- apical — heart

The correct measurement of the pulse is a basic skill for any health assistant position.

DIRECTIONS

In order to complete this module, you will need a watch with a second hand, a stethoscope, alcohol wipes, notepad, and pen.

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Provided a patient, a watch with a second hand, a stethoscope, a notepad, and a pen, measure and record the pulse in six different areas within ± 2 beats of that found by the instructor. The force and rhythm reported must agree with instructor's findings.

LEARNING ACTIVITIES

1. READ about the measuring and recording of pulse on pp. 258-259; 269-275; and 282-285 of your text, Nursing Skills for Allied Health Services,
(and/or) _____
2. COMPLETE Student Self-Check, TERMINOLOGY.
3. VIEW Trainex Filmstrip, "Temperature, Pulse and Respiration,"
(and/or) _____
4. COMPLETE Student Self-Check, PULSE.
5. PRACTICE taking pulse in all six locations,
(and/or) _____
6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK**Terminology**

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

Column A

1. arrhythmia
2. thready
3. radial artery
4. bounding
5. bradycardia
6. pedal
7. apical
8. temporal artery
9. tachycardia
10. carotid
11. femoral
12. rate of pulse

Column B

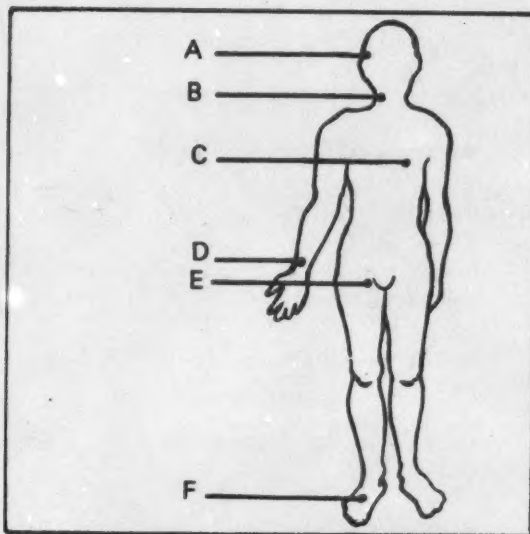
- A. Slow pulse, slow heart action
- B. A pulse that feels weak and feeble; it can hardly be felt
- C. Number of pulse beats per minute
- D. Pulse over the apex of the heart
- E. Rapid pulse, swift heart action
- F. Irregular heartbeat
- G. Located in lateral and medial aspect of ankle and anterior foot
- H. Artery found on the front side of the neck
- I. Located in the wrist at the base of the thumb
- J. Artery found above or in front of the ear
- K. Artery found in groin area
- L. A full, strong pulse

STUDENT SELF-CHECK

Pulse

I. Identification

Identify six pulse points on the following diagram. Record your responses on a separate sheet of paper. Check your answers with the key.



II. True/False

Read each of the following statements. Decide if it is true or false; if the statement is false, tell why. Record your answers on a separate sheet of paper. Check your answers with the key.

1. The pulse rate generally decreases with old age.
2. As the body temperature rises, so does the pulse rate.
3. Foods usually increase the pulse rate slightly.
4. When the blood pressure rises, the pulse rate decreases.

5. Stimulants (drugs) decrease the pulse rate.
6. Exercise decreases the pulse rate since it has a relaxing effect on the patient.
7. The normal pulse rate of an infant is 70–80 beats/minute.
8. You need a stethoscope to take a femoral pulse.
9. In the irregular pulse, you may feel both strong and weak beats within a minute.
10. The average pulse rate for the adult female is 72 beats per minute.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities your evaluator will rate your performance using the Evaluator's Final Checklist, MEASURING AND RECORDING THE PULSE.

Provided a patient, a watch with a second hand, a stethoscope, notepad, and pen, measure and record the pulse rate and report your findings.

MEASURING AND RECORDING THE PULSE

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of measuring and recording the pulse.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

STUDENT PERFORMANCE			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished

- When provided a patient, a watch with a second hand, a stethoscope, notepad and pen, the student measured and recorded the pulse rate within ± 2 beats of that found by the instructor in the following locations:

A. radial	[]	[]	[]	[]
B. temporal	[]	[]	[]	[]
C. femoral	[]	[]	[]	[]
D. carotid	[]	[]	[]	[]
E. pedal	[]	[]	[]	[]
F. apical	[]	[]	[]	[]

- When measuring the above pulse rates, the student reported the same force and rhythm as that noted by the instructor:

A. radial	[]	[]	[]	[]
B. temporal	[]	[]	[]	[]
C. femoral	[]	[]	[]	[]
D. carotid	[]	[]	[]	[]
E. pedal	[]	[]	[]	[]
F. apical	[]	[]	[]	[]

STUDENT SELF-CHECK KEY

Terminology

1. F
2. B
3. I
4. L
5. A
6. G
7. D
8. J
9. E
10. H
11. K
12. C

STUDENT SELF-CHECK KEY

Pulse

I. Identification

- A. Temporal
- B. Carotid
- C. Apical
- D. Radial
- E. Femoral
- F. Pedal

II. True/False

1. False -- Increases with old age
2. True
3. True
4. True
5. False -- Stimulants increase the pulse rate
6. False -- Increases pulse rate as heart beats faster to meet the circulatory needs
7. False -- Infant's pulse rate is 115-130
8. False -- You need stethoscope to take an apical pulse
9. True
10. False -- Adult female is 76-80 beats/minute

MEASURING AND RECORDING RESPIRATION



INTRODUCTION

In this module you will be learning how to measure and record the respiration of another person. Respiration (commonly called breathing) is the process by which oxygen is taken into the blood and carbon dioxide is removed from the blood. The respiration rate may be influenced by many factors, such as disease, accident or shock. Because doctors need accurate information in order to diagnose a patient's condition correctly, recording the rate of respiration is very important.

DIRECTIONS

In order to complete this module you will need a watch with a second hand, note pad, and pen.

Before you start to work on this module, be sure you have completed the module, entitled, "Measuring and Recording the Pulse."

Read the objective below. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient, a watch with a second hand, note pad, and pen, measure and record

the respiratory rate of a patient. The rate must be within ± 2 of that found by your evaluator, and the rhythm and depth must agree with the evaluator's findings.

LEARNING ACTIVITIES

1. READ about the measuring and recording of respirations in your text, Nursing Skills for Allied Health Services, p. 259, pp. 274-276, and pp. 281-285.
(and/or) _____
2. COMPLETE Student Self-Check, TERMINOLOGY.
3. VIEW Trainex Filmstrip, "Temperature, Pulse, and Respiration," regarding the portion on respiration.
(and/or) _____
4. COMPLETE Student Self-Check, RESPIRATION.
5. PRACTICE measuring respirations.
(and/or) _____
6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

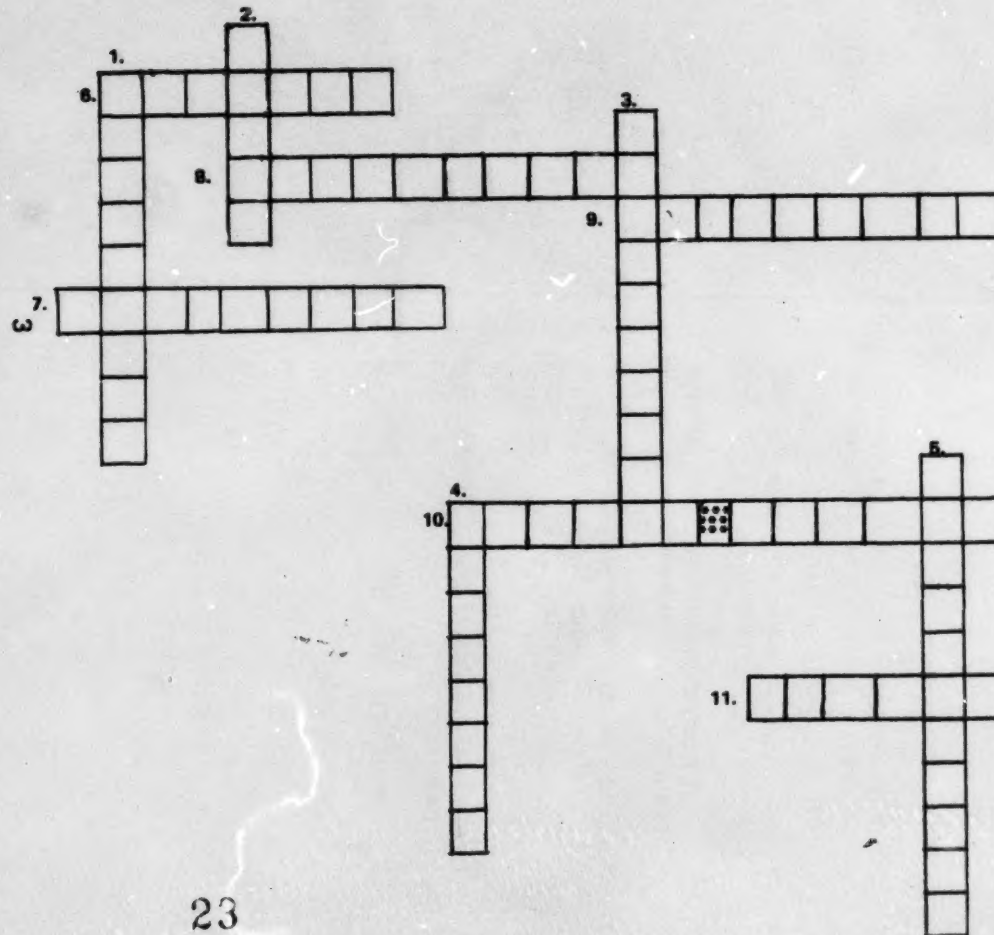
Read each definition and determine the correct term for the crossword puzzle. Record your responses on a form similar to the one shown below. Check your responses with the key.

DOWN

1. The wall separating the abdominal cavity from the chest cavity
2. Absence of respirations
3. Process of taking air into the lungs
4. Bluish skin color changes particularly around mouth and nail areas which is symptom of low oxygen supply in blood.
5. Process by which oxygen and carbon dioxide are interchanged

ACROSS

6. Labored or difficult breathing
7. Respiratory condition where patient must sit or stand in erect position in order to breathe.
8. Process of expelling air from the lungs
9. Increased respiratory rate or breathing that is deeper than usual while resting
10. Irregular breathing followed by apnea
11. To increase ventilation by breathing excessively fast



STUDENT SELF-CHECK

Respiration

Record your answers to the following questions on a separate sheet of paper. Check your answers with the key.

- Describe what happens to the following parts of the body during inhalation and exhalation:

Body Parts	Inhalation	Exhalation
A. thorax (chest)	_____	_____
B. ribs	_____	_____
C. diaphragm	_____	_____
D. lungs	_____	_____

- Name three symptoms you might observe in a patient who has low oxygen supply in the blood.
 -
 -
 -
- The best time to measure a patient's respiration is when you are measuring his/her _____.
- The average respiratory rate for the infant is _____ per minute.
- The average respiratory rate for the adult is _____ per minute.
- The normal relationship between the respiratory rate and pulse rate is _____ respiration to _____ heart beats.
- When the body heat increases, the respiratory rate _____.
- Head injuries or any increased intracranial pressure will cause the respiratory rate to _____.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities your evaluator will rate your performance using the Evaluator's Final Checklist, MEASURING AND RECORDING RESPIRATION.

Provided a patient, a watch with a second hand, note pad, and pen, measure and record the respiratory rate of the patient and describe your findings.

MEASURING AND RECORDING RESPIRATION

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of measuring and recording respiration.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

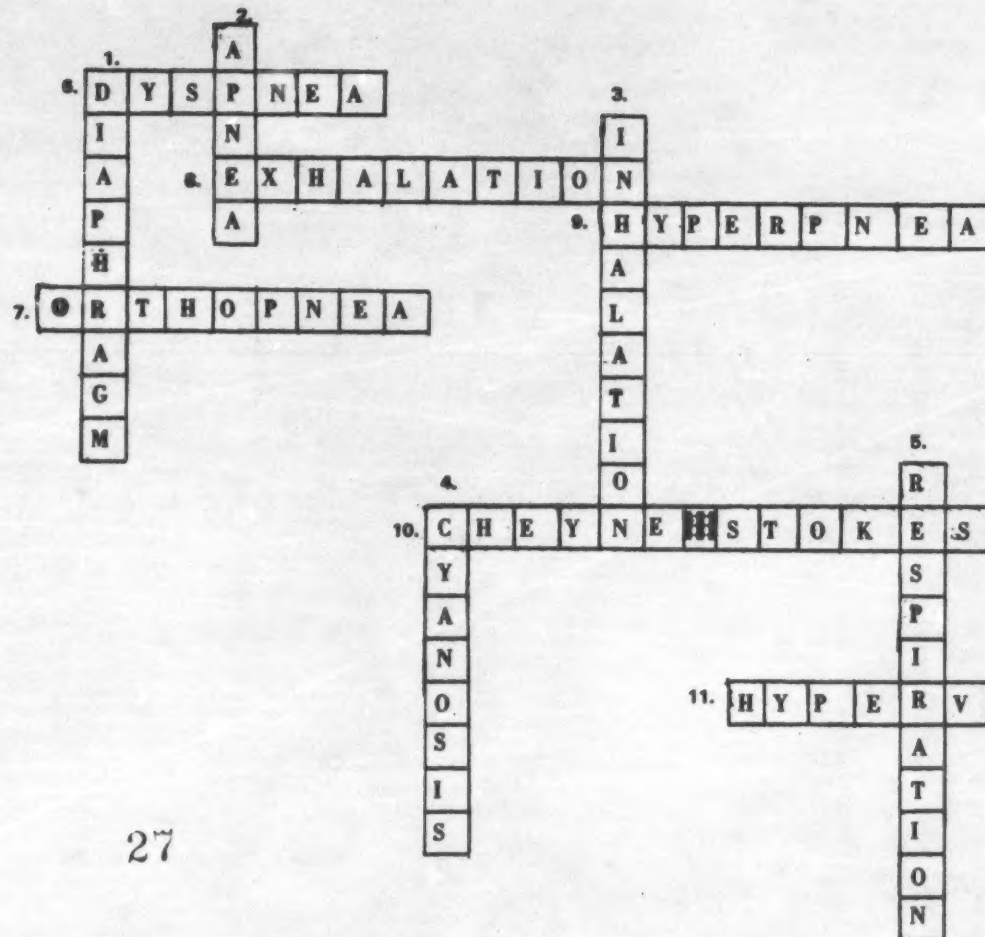
Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished

When measuring and recording respiration, the student:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Measured and recorded the respiratory rate within ± 2 of that found by the evaluator. | ☐ | ☐ | ☐ | ☐ |
| 2. Described rhythm and depth of patient's respiration to agree with the evaluator's findings. | ☐ | ☐ | ☐ | ☐ |

STUDENT SELF-CHECK KEY

Terminology



DOWN

1. diaphragm
2. apnea
3. inhalation
4. cyanosis
5. respiration

ACROSS

6. dyspnea
7. orthopnea
8. exhalation
9. hyperpnea
10. cheyne-stokes
11. hyperventilation

STUDENT SELF-CHECK KEY

Respiration

- | 1. | <u>Body Part</u> | <u>Inhalation</u> | <u>Exhalation</u> |
|----|------------------|-------------------|-------------------|
| | A. thorax | expands | contracts |
| | B. ribs | up and out | down and in |
| | C. diaphragm | flattens | arches |
| | D. lungs | expands | compresses |
-
- | | | | |
|----|---|--|--|
| 2. | a. cyanosis | | |
| | b. confusion, dizziness, change in level of consciousness | | |
| | c. apprehension and restlessness | | |
-
- | | | | |
|----|--|--|--|
| 3. | pulse | | |
| 4. | 30-50 | | |
| 5. | 16-20 | | |
| 6. | <u>one</u> respiration to <u>four</u> heartbeats | | |
| 7. | increases | | |
| 8. | decreases | | |

MEASURING AND RECORDING BLOOD PRESSURE



INTRODUCTION

Blood pressure is the force exerted by the heart on the blood to pump it through the arteries and around the body. Since blood pressure affects the heart, blood vessels (arteries), blood, and the brain, it is important that it be measured accurately by the health assistant. This is a routine task normally performed when measuring the other vital signs. In this module you will learn how to measure and record blood pressure.

DIRECTIONS

In order to complete this module you will need stethoscope, alcohol wipe, sphygmomanometer, notepad, and pen.

Read the objective below. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient, a stethoscope, aneroid or mercury sphygmomanometer, a notepad and pen, measure and record the blood pressure of a patient within ± 4 points of that found by the instructor.

LEARNING ACTIVITIES

1. READ about measuring and recording blood pressure in your text, Nursing Skills for Allied Health Services, pp. 280, 276-285.

(and/or) _____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW Trainex filmstrip, "Blood Pressure," to learn about measuring and recording blood pressure.

(and/or) _____

4. COMPLETE Student Self-Check, BLOOD PRESSURE.

5. PRACTICE taking blood pressures.

(and/or) _____

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the terms in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers with the key.

Column A

1. Diaphragm
2. Stethoscope
3. Systolic Pressure
4. Diastolic Pressure
5. Aneroid Sphygmomanometer

6. Mercury Sphygmomanometer

7. Brachial Artery

8. Blood Pressure

9. Hypertension

10. Hypotension

Column B

- A. Device used for measuring blood pressure; shown on a vertical column.

- B. High blood pressure.

- C. Device used for measuring blood pressure; shown on a dial indicator.

- D. Located in the center of the top elbow area.

- E. Force exerted by the heart on the blood.

- F. Instrument used to listen to sounds within the body.

- G. Low blood pressure.

- H. Part of stethoscope placed over the artery.

- I. First sound heard during the beating phase of the heart.

- J. Last sound heard during the resting phase of the heart between beats.

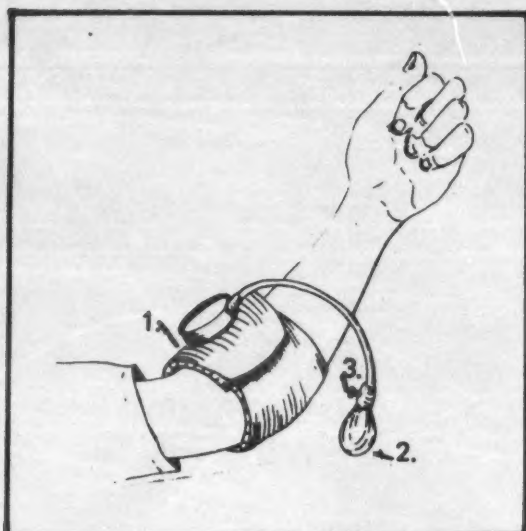
STUDENT SELF-CHECK

Blood Pressure

Identification

Identify the parts of the sphygmomanometer and record them on a separate sheet of paper. Check your answers against the key.

- 1.
- 2.
- 3.



Recording

Record the following ten readings on the blank mercury and aneroid sphygmomanometers. Record the systolic pressure in pencil and the diastolic pressure in pen. See the example on the next page. Check your answers with the key.

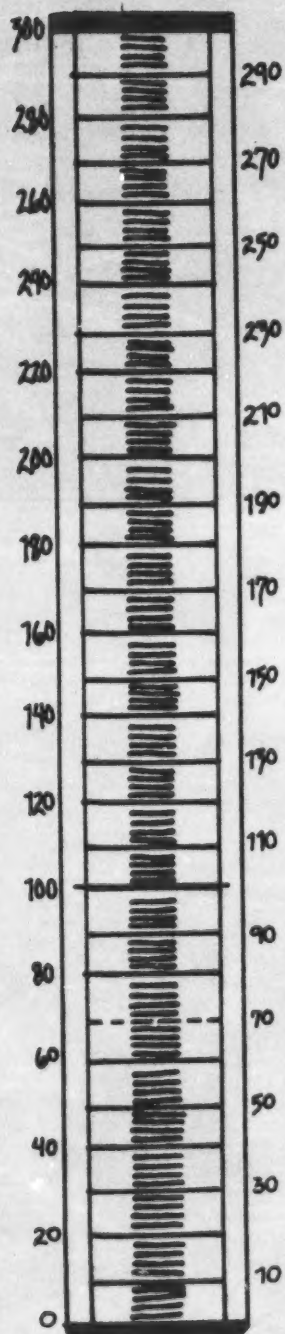
Example 100/70

1. 192/96
2. 138/86
3. 120/80
4. 146/100
5. 98/54
6. 120/80
7. 96/64
8. 154/98
9. 182/104
10. 186/72

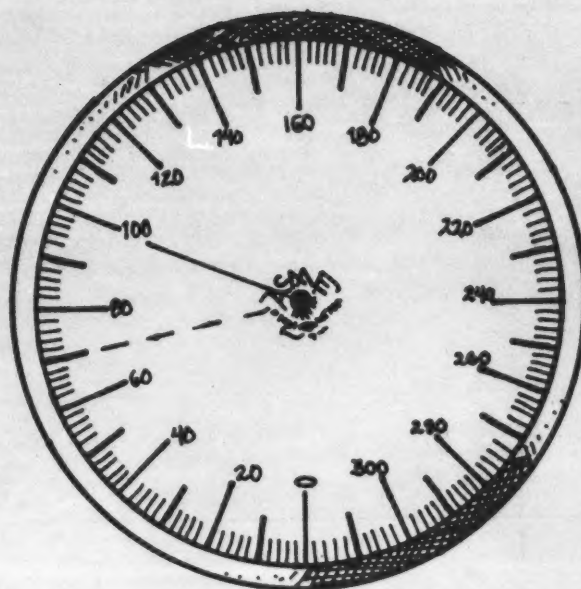
Conditions

How would each of the following physiological conditions affect the blood pressure? Record a plus (+) if the factor increases blood pressure; a minus (-) if it decreases blood pressure. Check your answer with the key.

CONDITION	EFFECT
1. Emotion - excitement	_____
2. Emotion - pain	_____
3. Hemorrhage	_____
4. Head injury	_____
5. Disease of the kidney	_____
6. Noisy environment	_____
7. Weight gain	_____
8. Relaxed environment	_____
9. Sleep	_____
10. Shock	_____



Example 100/70



Aneroid Sphygmomanometer

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities your evaluator will rate your performance using the Evaluator's Final Checklist, MEASURING AND RECORDING BLOOD PRESSURE.

Provided a patient, a stethoscope, a sphygmomanometer, a notepad and pencil, measure and record the blood pressure of a patient.

MEASURING AND RECORDING BLOOD PRESSURE

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of measuring and recording blood pressure.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished

In measuring and recording blood pressure, the student:

Measured and recorded patient's blood pressure within ± 4 points of that found by the evaluator.

[] [] [] []

STUDENT SELF-CHECK KEY

Terminology

1. H
2. F
3. I
4. J
5. C
6. A
7. D
8. E
9. B
10. G

STUDENT SELF-CHECK KEY

Blood Pressure

Identification

1. cuff
2. bulb
3. valve (thumb screw)

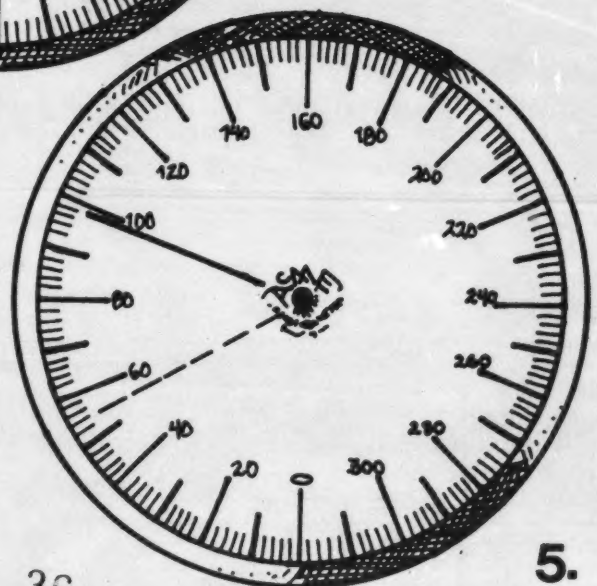
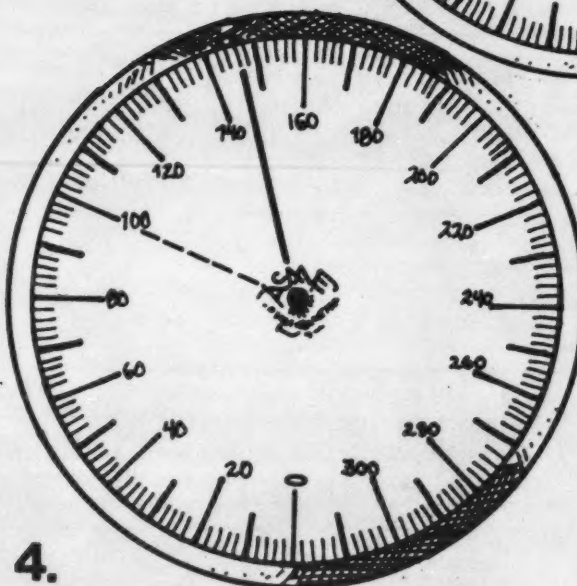
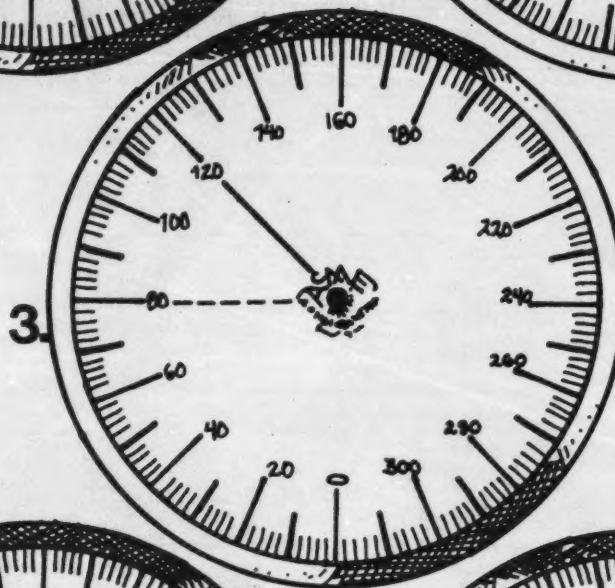
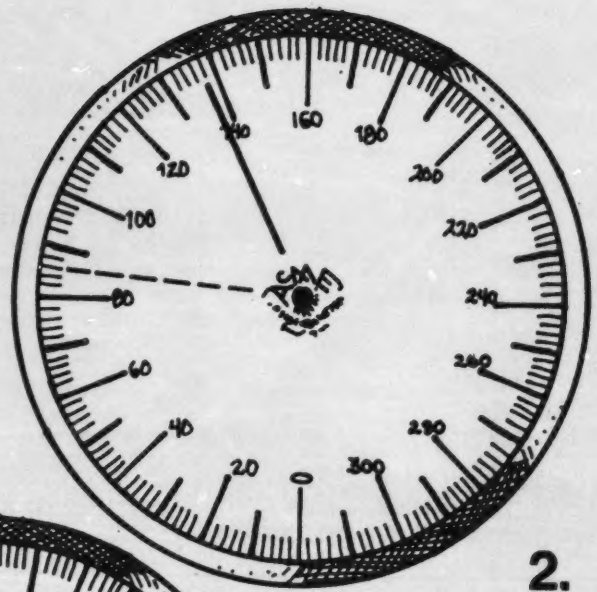
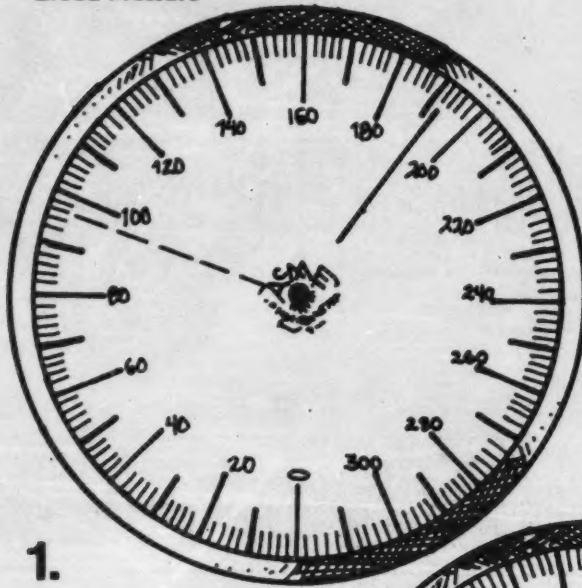
Conditions

1. +
2. +
3. -
4. +
5. +
6. +
7. +
8. -
9. -
10. -

Recording

See diagrams on next two pages

Blood Pressure



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